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# MINUTES OF A MEETING

OF THE

## BOARD OF TRUSTEES

OF THE

# UNIVERSITY OF MISSISSIPPI

HELD AT

JACKSON, MISSISSIPPI, OCTOBER 26, 1870.

LOUISVILLE, KY.
PRINTED BY JOHN P. MORTON AND COMPANY, 156 W. MAIN ST.
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# MINUTES.

Pursuant to a call of His Excellency, the Governor of the State, and *ex-officio* President of the Board of Trustees of the University of Mississippi, the Board met at Jackson this day.

On calling the roll, the following members of the Board answered to their names, viz.:

His Excellency, J. L. ALCORN, President of the Board.

| | | |
|---|---|---|
| J. A. LYON, | J. TARBELL, | A. WARNER, |
| H. F. SIMRALL, | A. M. WEST, | JNO. DUNCAN, |

THO. E. B. PEGUES, Secretary.

A special report from the Chancellor of the University was presented, and by request read by the Chancellor, who was present.

On motion of Mr. West, the report was received, and referred to the Executive Committee.

The committee appointed, under a resolution of the Board at its meeting in August last, to take into consideration the subject of a change from the close college to the university system, through its chairman, Dr. J. A. Lyon, made the following report (Appendix, No. 1), which was read and received, and after discussion adopted, with the following preamble and resolutions:

*Whereas*, the University of Mississippi was originally founded for the advancement of the cause of education in its most enlarged sense, and for the benefit of the present and future generations of our youth, and thus for the elevation and culture of our people in arts, science, literature, and morals; and whereas, during the period of its existence as an institution of learning, now reaching over a space of nearly a quarter century, its sphere of operations and field of usefulness have been limited, by circumstances beyond the control of the authorities, so as never yet to have developed the idea of an institution of the higher learning, such as is demanded by modern life, but has been confined to the narrow limits of the close college system, thus failing to fulfill the expectations and satisfy the desires of those for whom it was established; and whereas, the voice of a discerning public is everywhere demanding that the area of its operations shall be enlarged so as to open its portals for the admission of applicants for every form of scholastic training, both of a theoretical and practical character; and whereas, it is believed that the times are propitious for

the consummation of the long-cherished purpose to change the system of this institution from the close college to the university proper; therefore be it

*Resolved*, that it is the sense of this Board of Trustees that the following shall be adopted as the plan for the future operation of the University of Mississippi:

*First*, there shall be included in the plan three general departments, viz.:

1. A Department of Preparatory Education.
2. A Department of Science, Literature, and the Arts.
3. A Department of Professional Education.

Under the *first* of these general departments is included a University High School, in which shall be taught all those branches of study that are preliminary to the University courses; viz., English, Latin, Greek, and Mathematics, together with a course of Commercial Science, including Penmanship and Book-keeping.

Under the *second* of these general departments there shall be included six distinct courses of study, four of which shall be for undergraduates, and shall be parallel courses, and two of them shall be post-graduate courses.

The four parallel courses for undergraduates shall be designated and described as follows:

I. The course for Bachelor of Arts, requiring for its completion four years, and embracing the studies following:

For the *first year*:—English, Latin, Greek, and Mathematics.

For the *second year*:—English, Latin, Greek, Mathematics, History, and Physics.

For the *third year*:—Physics, Metaphysics, Rhetoric, Greek, Latin, French, and Chemistry.

For the *fourth year*:—Optics, Astronomy, Geology, Political Economy, Ethics, English Literature, Greek, and French.

II. The course for Bachelor of Science, requiring three years for its completion, and embracing the studies following:

For the *first year*:—English, Latin, Natural History, and Mathematics.

For the *second year*:—Mathematics, Physics, Political Economy, History, English Literature, French, and Ethics.

For the *third year*:—Physics, Astronomy, Metaphysics, Chemistry, and Geology.

III. The course for Bachelor of Philosophy, requiring for its completion three years, and embracing the studies following:

For the *first year*:—English Language and Literature, Natural History, and Mathematics.

For the *second year*:—Mathematics, Physics, Geology, History, and English.

For the *third year*:—Physics, Astronomy and Meteorology, Chemistry, Metaphysics, Ethics, and Rhetoric.

IV. The course for Civil Engineering, requiring for its completion four years, and embracing the studies following:

For the *first year*:—English Language and Literature, Natural History, French, and Mathematics.

For the *second year*:—Mathematics, Drawing, French or German.

For the *third year*:—Physics, Mechanics, Chemistry, and Engineering.

For the *fourth year*:—Optics, Astronomy, Geology, Engineering, Ethics, and History.

The two post-graduate courses shall be as follows:

I. The course for Master of Arts, requiring one year additional to the course for A. B., and embracing, in addition to the studies of that course, an extended course in any three of the following, viz., Latin, French, German, Anglo-Saxon, Greek, Hebrew, Ethics, Metaphysics, History; on which the candidate must sustain a satisfactory examination, and submit an approved thesis.

II. The course for Doctor of Philosophy, requiring two years additional to the course for A. B., and requiring the following additional studies:

For the *first year:*—Practical Chemistry, Practical Mineralogy, and Practical Botany.

For the *second year:*—Practical Geology, Practical Zoölogy, Practical Astronomy, and Practical Chemistry.

On any three of which the candidate must sustain a satisfactory examination, and present an approved thesis.

Under the third general department there shall be included two professional schools, viz.:

I. A School of Law and Governmental Science.

II. A School of Medicine and Surgery.

For the first of these professional schools, when complete in its organization, there shall be provided a Faculty of four Professors.

For the second professional school, when organized, a Faculty sufficiently large to meet all demands for this form of professional education.

The Department of Science, Literature, and the Arts shall be organized with the following corps of Professors:

1. A Chancellor, to instruct in Moral Science and Christian Evidence.
2. A Professor of Mathematics.
3. A Professor of the Greek Language and the History of Ancient Literature.
4. A Professor of the Latin Language.
5. A Professor of English Literature.
6. A Professor of Modern Languages.
7. A Professor of Metaphysics and Logic.
8. A Professor of History and Political Economy.
9. A Professor of Physics and Astronomy.
10. A Professor of Chemistry in all its branches.
11. A Professor of Mineralogy and Geology.
12. A Professor of Botany and Zoölogy.
13. A Professor of Engineering.

For the present the seventh and eighth of the above chairs shall be filled by the same incumbent; and in like manner one professor shall discharge the duties of the eleventh and twelfth chairs.

The Chancellor of the University shall be the presiding officer of all the faculties in the various departments.

On motion of Mr. Simrall the following resolution was adopted:

*Resolved*, that the parallel courses, as laid down in the report and resolutions, be at once put in operation by the present corps of Professors and their assistants, as far as practicable; and that at the opening of the next session the above system be fully inaugurated. Additional Professors to be provided as the necessities of the University may require. (See Appendix, No. 2.)

The letter of Judge Campbell declining the Professorship of Law was presented by the Secretary.

Mr. West moved that the Board do now proceed to the election of a Professor of Law. Motion carried.

Mr. Duncan nominated Mr. Henry Craft for that position.

Mr. Warner seconded the nomination.

The ballot being dispensed with, Mr. Craft was unanimously elected by acclamation.

Dr. Lyon presented a memorial from the Hermean Society asking an appropriation for repairing damages to their room and furniture; which, on motion of Mr. Warner, was referred to the Executive Committee.

On motion, it was resolved that the Proctor is hereby directed to have the needful alterations made on the first floor of the middle hall of the northwest Dormitory, known as Lafayette Hall, so as to render it suitable for the Reading-room, and to have the necessary furniture provided for the room; and that the second and third stories of the same hall be fitted up for the accommodation of the Law Department as Lecture and Library-rooms.

On motion, it was resolved that the salaries of Assistant Professors be one thousand dollars per annum instead of one hundred dollars per month.

On motion of Mr. Simrall, it was resolved that Professor Geo. Little be invested with the rank and privileges of Professor of Natural History and Geology; he to be paid out of the treasury of the University an amount which, added to his salary as State Geologist, shall be equal to the salaries of the other Professors.

On motion of Mr. West, the sum of two hundred and fifty dollars additional was appropriated for printing the catalogue and for advertisements.

Moved by Mr. West that a committee of three be appointed to prepare a synopsis of the report of the Committee on Reorganization for publication, together with the proceedings of this meeting, so far as they think necessary and advisable.

The Chair announced Messrs. Tarbell, Simrall, and Duncan as the committee.

Mr. Tarbell moved that the Proctor be authorized to purchase a suitable clock for the University. Motion carried.

Mr. Duncan moved that the Professor elect of Law be authorized to appoint, by and with the consent of the Executive Committee, an assistant or adjunct Professor to act in his stead temporarily, and provided that such adjunct be paid by the Professor elect. Motion carried.

Moved by Mr. Tarbell that five hundred copies of the proceedings of this meeting, with accompanying reports and documents, be published in pamphlet form.

A communication from the Faculty to the Board was read by the Secretary, and on motion of Mr. Tarbell was ordered to be placed among the papers and archives of the University.

Moved by Mr. Tarbell that the Chancellor be authorized to publish fifteen hundred copies of the Annual Catalogue at the usual time.

On motion, the Board adjourned *sine die.*

J. L. ALCORN, *Pres't Board.*

THO. E. B. PEGUES, *Secretary.*

# APPENDIX, No. 1.

## REPORT OF COMMITTEE ON REORGANIZATION.

*To the Board of Trustees of the University of Mississippi:*

GENTLEMEN,—At a meeting of the Board of Trustees of the University of Mississippi, at Oxford, in August last, "it was moved by Mr. Simrall that it is the sense of this Board that, as early as practicable, the system of instruction in this institution should be changed from the close college to the university system, and that the papers and reports of the Faculty on that subject be referred to a special committee of five to report to a meeting of the Board, to be called by the President at an early day. Motion adopted.

"The President announced the committee to be J. A. Lyon, H. F. Simrall, John Duncan, A. Warner, J. Tarbell, and Chas. Clark; and by a unanimous vote of the Board the President was added to the committee."

In obedience to the aforesaid action of the Board, your committee beg leave respectfully to state, that as this subject had already been under deliberate consideration of the Faculty of the Institution, they deemed it expedient to avail themselves, in their arduous undertaking, of their investigations and experience. They therefore requested the Chancellor, as the representative of the Faculty, to embody, in the form of a report, the best method, according to their judgment, of transforming the Institution into a University proper, in fact as well as in name.

The following is the report prepared by the Chancellor, which your committee beg leave respectfully to report as the basis on which and according to which the Institution shall be changed from the close college to the university system.

Respectfully submitted.

J. A. LYON, *Chairman.*

## Plan for Reorganization of University of Mississippi.

*To the Board of Trustees of the University of Mississippi:*

Gentlemen,—There are three general classes into which the active portion of any population will naturally be distributed:

I. *Professional men*, including *Teachers*, *Lawyers*, *Physicians, and Ministers of the Gospel.*

II. *Engineers*, *Manufacturers*, *Chemists*, *Druggists.*

III. *Merchants*, *Farmers* or *Planters*, *Mechanics.*

Our object should be to furnish an education or mental training that will be most nearly adapted to the wants of each of these classes. We therefore propose for the *first of these classes* a course which shall embrace a knowledge of the following branches of art and science, viz., English, French, Latin, Greek, Mathematics, Physics, Astronomy, Chemistry, Mineralogy, Geology, Botany, Zoölogy, Metaphysics, Logic, History, Political Economy, and Moral Science, including the Evidences of Christianity.

For *the second class* we propose a course which shall embrace the following: English, French or German, Latin, Mathematics, Physics, Astronomy, Chemistry, Mineralogy, Geology, Botany, Zoölogy, History, Metaphysics, Logic, Political Economy, Moral Science, with Mechanics and Civil Engineering.

For *the third class* we propose a course embracing the following: English, Mathematics, History, Political Economy, Physics, Botany, Chemistry, Geology, Moral Science.

The *first* of these courses is the time-honored *Bachelor of Arts* course, and is essential to a professional life, and to a complete scholarship. This also, pursued beyond the undergraduate course, leads to the higher degree of *Master of Arts*. The *second* differs from the first in omitting Greek and introducing Mechanics and Engineering proper. The *third* differs from both the former in these respects, that it omits the Languages altogether, and also omits the Mechanics and Engineering of the second; pursuing the sciences in a method *popular* rather than *rigorous*, *experimental* rather than *theoretical;* furnishing the *facts* of science without the *mathematical demonstrations.*

In the United States there are four systems of collegiate education in operation.

I. *The close college system*, which has always prevailed at this Institution, and which was the only system originally adopted by American colleges, modified by the admission of the class known as

irregulars, or partial-course students; this last being a fruitless attempt to meet the wants of many who do not desire to take the full course—an attempt which is never successful save in the university proper.

II. *The entirely open system*, where the student has the election of just the studies he desires, and just the amount he wishes, there being nothing at all compulsory. This is the best system, no doubt, for those who are of advanced age and of matured minds; but as a system adapted to the wants of our people it is open to two objections:

1. It allows the student to select his studies at an age (sixteen years) when he is not at all competent to judge which are best adapted to his mind, and what order is best calculated to strengthen and discipline his powers.

2. The system of instruction, mainly by lectures, is not calculated to profit such immature minds, which need to be held to a daily rigid accountability for the employment of their time, and for the acquirement of that exact knowledge of proper subjects which can only be attained by a strict examination of the student daily on lessons previously assigned.

III. *The combination of the two systems of compulsory and elective studies*, as attempted at Princeton and Harvard; making at the former the Freshman and Sophomore years compulsory, and the Junior and Senior partially elective; while at Harvard the Freshman alone is compulsory, the three remaining classes being heretofore partially optional, and more recently the idea is entertained of making the Senior-class studies entirely elective. This is an attempt to combine the advantages of the free and compulsory systems in one; but it allows not of sufficient time to develop the merits of either, and is still incumbered with the disadvantages of both.

IV. *The system of elective courses with class organization*, as at the University of Michigan. By reference to the catalogue of that institution it will be seen that a student applying there for admittance is allowed to select one of six courses, but must take all the studies of the course he selects if he desires the degree annexed to that course. Nor can he drop any given study before he has completed the term examination in that study. He can change his *course* whenever he can pass the required examination for entering the course to which he desires to be transferred. There is then in this system *election of courses*, while *all* the studies of any course laid down in the curriculum *must* be pursued by the student who has chosen it if he desires a degree.

I. Department of Science, Literature, and the Arts.

This fourth system is the one now recommended by the majority of the Faculty's committee to be adopted by the Board of Trustees of the University of Mississippi, and we do so for the following reasons.

There exists at this time a necessity for this form of compulsory education. It is likely long to continue a necessity in our country, arising from the immature age (fourteen to sixteen) at which our boys are sent to our schools of higher learning, and the inadequate preparatory training which they obtain previous to their entrance upon their college or university course.

In Europe the great universities are not intended for mere boys, but for young men who have chosen their career in life, who, being of advanced age and well matured minds, do not require close and vigilant supervision, such as is absolutely needed by boys of sixteen. In England also we find all over the land the celebrated schools (equal to our colleges), Eton and Rugby, immortalized by having been presided over by the great Arnold, and many others of similar character; and in Germany the gymnasia, which furnish as complete an education as the best of our close colleges do; and before a student can enter one of those great universities he must have pursued a course at these schools and gymnasia, which secures a degree of mature preparation generally unattainable in this country, except in our colleges, by reason of the inferiority of our preparatory schools. In a word, at those great universities the number of professors is very large, and this provides against any conflict of studies and hours of attendance, while provision is also made for having private teachers attached to these professorships, who aid students by examinations and assistance.

This reference to the universities of Europe is made for the reason that the open system of this country professes to take *them* as the model, while this view of the two systems shows them to be altogether different in organization. If there existed around our universities an extensive system of fine high schools or preparatory colleges, as in England, or of gymnasia, as in Germany, then it would be decidedly preferable to throw all our students, when they come to the universities, upon their individual preferences, without any system of classes or prescribed courses. But it is hardly to be expected that we shall very soon be furnished with such a system of preparatory colleges. We conclude therefore that for the present condition of things, in an educational point of view, in our country, which we must believe will

not for a long time be changed, the best system is that of parallel courses, obligatory in the studies prescribed for each, but elective as to the course. While we adopt the general outline of the Michigan system, we vary the nature and character of our courses, and the title and style of the degrees attached to each course. We respectfully recommend then, as our plan for the reorganization of this institution, the following system:

Let there be four courses of study established for undergraduates as follows:

I. The course for the degree of *Bachelor of Arts*, known as the *Classical Course*, with the following curriculum of study:

English,
Latin,
Greek,
Mathematics,
Rhetoric,
History,
French or
German,
Metaphysics,
Ethics,
Logic,
Political Economy,
Evidences of Christianity,
Declamation and
Composition,
Botany.
Physics,
Chemistry,
Mineralogy,
Zoölogy,
Astronomy and
Geology.

This requires four years to complete, as it is in existence now in all our institutions of learning. We begin with this because it is the basis of all true liberal learning, and constitutes the indispensable foundation of a thorough education, being specially called for in the professions.

II. The course for the degree of *Bachelor of Science*, requiring the following studies:

English,
Latin,
Logic,
Ethics,
Metaphysics,
Political Economy,
French,
Mathematics,
Chemistry,
Mineralogy,
Botany,
Geology,
Physics,
Astronomy,
Declamation,
Composition.

This course is designed to meet the wants of those who wish to become druggists, practical chemists, and manufacturers, and requires three years for its completion.

III. The course for the degree of *Bachelor of Philosophy*, with the following curriculum of study:

English,
History,
Ethics,
Logic,
Metaphysics,
Botany,
Physics,
Mathematics,
Mineralogy,
Geology,
Astronomy,
Chemistry,
Composition,
Declamation.

This third course is designed for such as intend devoting their lives to agriculture and the mechanic arts, requiring only a thorough knowledge of the English language, dispensing with the ancient and modern languages, and may be completed in three years.

IV. The course for the degree of *Civil Engineer*, embracing the studies following:

| | | |
|---|---|---|
| English, | Botany, | Astronomy, |
| French, | Physics, | Engineering, |
| History, | Chemistry, | Composition, |
| Mathematics, | Geology, | Declamation. |
| Mechanics, | Mineralogy, | |

This schedule explains itself; and it is apparent from a bare inspection of it that no one should claim the title of an accomplished and scientific engineer who should have been destitute of a knowledge of the above-named sciences. To complete this course requires four years.

It may not be amiss to state that when it is said that any one of these courses requires a certain number of years for its completion, we mean that if a student begin his course here such a number of years will be required to enable him to master the necessary studies; but he may join any part of the course for which he is found prepared, and complete the course at a correspondingly earlier period, and in a shorter time. Furthermore, a student will be expected to study such parts of his selected course not in a class expressly made for him, but in some one of the established classes which may be pursuing those parts at a given time. For example: if a student come to take his course in Engineering from the beginning, he finds that the first-year or Freshman students of the Bachelor of Arts course are pursuing English and Mathematics, and a third study is pursued at the same time by some other class at the point where he needs instruction; so that he carries on his studies in two classes at once, and it might be even in three, and manages to do so without interruption, provided the number of instructors be sufficient to prevent a conflict of hours. This illustrates the meaning of the phrase *parallel courses*. And as it happens that the same studies belong to two or more different courses, the courses are made identical wherever the studies are the same; and when they reach the studies that are peculiar to each they separate, and the student pursues his studies in a different but parallel course.

It may be asked how it is that a course which omits the ancient languages altogether should require for its completion as much time as one that includes them. The simple answer is that the study of

the peculiar subject which the student is pursuing occupies as much time itself as is given to the omitted studies. This is the case with the A. B. and Engineering courses.

Such is a description in full of these four courses which properly belong to undergraduates. There remain two others which are designed as post-graduate courses; and to the first of these we give the name the *Master of Arts Course;* to the second the *Doctor of Philosophy Course.* With regard to the *first*, many of our oldest and best institutions were for years in the habit of conferring it on graduates of any respectable institution of three years' standing, or even of two, who possessed a good moral character. This was called conferring the degree *in course.* Happily this custom is fast becoming obsolete, and now a course of special study is made necessary in all reputable institutions in order to its attainment. This is just what we propose at this Institution. All the studies of the course for the degree of *Bachelor of Arts* are required as preliminary, and one additional year of study must be pursued. In other words, the degree of *Master of Arts* will be conferred on none but graduates in the *Bachelor of Arts* course, either here or elsewhere; and then in addition the candidate must devote at least one year of study to certain parts of advanced courses, which will be provided by the Faculty, and pass an examination satisfactory to the Professors with whom he has been studying, besides presenting a written thesis on some subject of the course he has been pursuing.

As to the *second* of these post-graduate courses, that leading to the degree of *Doctor of Philosophy*, it is quite common in the German universities, and this degree is conferred only upon those who, having accomplished themselves in all branches of preliminary learning, have added to this the continued study of specific branches for the space of four years. But in our plan it is intended that, having taken the *Bachelor of Arts* course, the student shall continue two years longer in the pursuit of the studies he may prefer, so as to make himself an accomplished scholar, and qualify himself for a professorship in some of the higher institutions of learning. A thesis will also be required of the candidate for this degree.

We thus propose a system or scheme of organization in the Department of Science, Literature, and the Arts which it is believed will meet the wants of the country, and which, if vigorously and wisely carried out, will render the University a most popular, attractive, and useful institution. I warn the Board, however, that for the complete accomplishment of the scheme no small amount of effort and of means

will be required. Let us nevertheless boldly go forward and do our whole duty in the premises, without being deterred by the magnitude of the enterprise, or the forebodings of the timid and irresolute, and in the end we shall be enabled to triumph over all the difficulties which may oppose; and having placed the University side by side with the greatest and best of American institutions, with an area of usefulness wide and annually extending, we shall be satisfied that the results achieved fully warranted the expenditure of all the time and means bestowed upon the scheme.

Our first care must be to enlarge the Board of Instruction. We have at this time in the Department of Science, Literature, and the Arts eight Professors, including the Chancellor, who is Professor of Moral Science and Christian Evidence, besides three assistant instructors. But it will be seen that in order to carry the scheme proposed into successful effect, an addition of five Professorships must be made, one of which, the chair of Civil Engineering, is already established, but vacant.

The following will be your staff of instructors when the scheme is complete:

1. A Chancellor, who will instruct in Moral Science and Christian Evidence.
2. A Professor of Mathematics.
3. A Professor of Greek.
4. A Professor of Latin.
5. A Professor of English Literature.
6. A Professor of Modern Languages.
7. A Professor of Metaphysics and Logic.
8. A Professor of History and Political Science.
9. A Professor of Physics and Astronomy.
10. A Professor of Chemistry in all its branches.
11. A Professor of Mineralogy and Geology.
12. A Professor of Botany and Zoölogy.
13. A Professor of Civil Engineering.

Besides assistants in all departments which may from time to time demand them.

I am aware that so extensive a scheme may seem formidable when the state of our finances is considered. But such is the necessary arrangement for the full accomplishment of the plan for reorganization, whether it shall be at once carried into full effect at this time or postponed. I am not in favor of any delay in its adoption as your scheme. The utmost that seems to me admissible as a modification

of the scheme is a consolidation of some of these chairs temporarily; but the chairs should be understood to be established, and only waiting the proper time to be filled.

We are about entering upon an experiment hitherto untried in Mississippi; it will no doubt therefore be the part of a wise discretion to put into actual operation only such a number of Professorships as may suffice to meet actual demands. Looking to this as our guide, I would suggest that instead of filling thirteen chairs at once, we fill only eleven, merging the duties of the chair of *History and Political Economy* in the chair of *Metaphysics*, and the duties of the chairs of Geology and Mineralogy and of Botany and Zoölogy in a single chair, to be styled the chair of "*Natural History and Geology.*" Thus, by filling the Professorship of *Civil Engineering*, which is already one of our established Professorships, now vacant, and by establishing the chair of *Modern Languages* and filling that, and establishing, as above recommended, the chair of *Natural History and Geology* and filling it, you will be furnished with eleven distinct Professorships, and these, with assistants to be appointed as may be required, will enable us to perform the work demanded for perhaps some years to come. With a single additional remark I pass from this point. Let it be kept steadily in view that these chairs, how many or few soever may be established, shall be filled by none but men of the first order of talent and ability in their several specialties.

A topic in close connection with this subject of enlargement of our scheme, and demanding, as you are already aware, your serious consideration, is the financial condition of the University, and its ability to provide for the proposed reorganization. It is not my province to make suggestions to a Board of Trustees, eminent as many of this Board are in the department of finance, as to pecuniary matters. But I trust it may not be considered presumptuous should I go somewhat into detail on this point, so far as simply to demonstrate the feasibility of effecting the desired revolution in our system.

*In the first place*, let us consider our wants. To sustain a Faculty consisting of eleven Professors, including a Chancellor, at the salaries recently fixed by the Board, we must have the following annual amount of funds:

| | |
|---|---|
| Salary of Chancellor | 3,000 |
| Ten Professors' salaries, at $2,500 each | 25,000 |
| Besides salaries for three Assistant Instructors | 3,000 |
| Making in all fourteen Instructors | $31,000 |

The foregoing is simply for the corps of instructors. But there is also needed additional funds to pay for the services of other officers, as

| | |
|---|---|
| For salary of Secretary and Proctor | 1,500 |
| For salary of Treasurer | 500 |
| | 2,000 |
| To this amount as before | 31,000 |
| Whole amount of salaries | $33,000 |

*In the next place*, let us consider the present income of the University:

| | |
|---|---|
| Interest on original amount belonging to Seminary fund | 11,000 |
| Annual appropriation made by the Legislature | 20,000 |
| Tuition, which has never been less than | 6,000 |
| Income from all sources | $37,000 |

The endowment of the Law Chair (not included in the above) is $2,000 annually.

In the above schedule of the requirements of the University I have included nothing except the salary account. But I need not remind you that a sum, varying in amount annually, will be always required to pay for labor of various kinds; to purchase materials for various uses; to pay for printing, advertising, postage, stationery, etc., the exact amount of which it is impossible to estimate at this time.

If I am correct, however, you will have a margin of $4,000 left after paying all present salaries, including three new chairs. Now, even supposing this to be true, it will immediately occur to a prudent man that it would be unsafe to rely upon such a margin if anything is to be attempted beyond providing for present wants. But then the very scheme proposed necessarily implies an increased expenditure for accompanying necessities involved in the accomplishment of it. We have now only seven residences for the accommodation of the families of Professors and no suitable house for the Chancellor, while you have decided recently to furnish each member of the Faculty with a residence. You must then build, sooner or later, four residences for Professors in the Faculty of Arts and one for the Professor of Law, or purchase, as may be decided best. You need a new building for the Library and collections in Geology, Zoölogy, and Mineralogy, and a Gymnasium, besides a building for the Law Department for a Lecture-room and Law Library, and besides an annual appropriation for the increase and improvement of the libraries, both Literary and Law (in addition to the amount, $5,000, recently appropriated to that purpose), which will enable us to keep abreast of the current literature of the day in all departments of science and professional learning.

I hope it will be understood that I allude to this subject with great deference to the superior judgment of the Board, and I only venture upon it because it seems necessary that, in a great scheme like this, everything that is involved in it should be brought fully into view. I am brought to this point then when I must say that the present income of the University is wholly inadequate to enable us to carry out fully the scheme of reorganization as herein before described. Nor can I admit this scheme to be extravagant in its conception or in its details. Nothing less than this will suffice if we design placing this institution upon an elevation commensurate with the advanced progress of education and the demands of modern life.

I will add that any design lower than this is unworthy of a great state such as Mississippi is undoubtedly destined to be, and is unworthy to be entertained by patriotic and high-minded men who are its appointed guardians. You will then perceive, if you agree with me, that we must look to the legislature of the state for an increased appropriation in order to carry out the plan here proposed. I venture the assertion that instead of the present appropriation—which, including the endowment of the Law Professorship, amounts to $33,000 annually, we shall need for five or ten years at least $50,000, and probably more, to place the University on a proper basis.

I proceed now to the second branch of this subject, viz.:

## II. Department of Professional Education.

Without this department no institution can justly be regarded a university in any proper sense. We have had connected with this institution, for about fifteen years, a department of *Law and Governmental Science*, and under its three Professors who have during that time had charge of it—Messrs. Stearns, Trotter, and Lamar—it has graduated in all about one hundred students, who have been engaged in the practice of the profession with at least the usual average of success. But this department has never been placed upon that broad foundation, nor furnished with those facilities and advantages necessary to its highest development as a professional school. It should not be regarded as having attained its just proportions until it shall have been manned with a Faculty of from three to four Professors, as is the case at Michigan University; at Columbia College, New York; at Harvard University, Cambridge, Massachusetts; at the University of Virginia; and other schools of high repute. Our learned Professors who have had charge of the department here have done a noble work when we consider the contracted sphere of their operations; but it

was not in their power to achieve impossibilities, and it was certainly impossible for one man, or even two, to perform the work required in building up a complete Law School of the highest order.

Another department of professional education, of equal if not greater practical value to the country, is the department of *Medicine and Surgery.* We have had a beginning, and a very good beginning, of a Law School, but I am not aware that the idea of organizing a Medical Department here has ever been seriously entertained. There have been two alleged difficulties in establishing a Medical School elsewhere than in a large city: *first*, the difficulty of procuring human subjects for dissection, in giving instruction in anatomy and kindred topics, except in cities; *second*, the want of hospitals anywhere else where clinical instruction could be obtained. Yet it would seem that at Charlottesville, Virginia, connected with the University there, a Medical School is conducted and largely attended. This place is not more favorably situated for such purposes than is the town of Oxford. There is also a Department of Medicine and Surgery in the University of Michigan, located at a small city, Ann Arbor, which is attended annually by from three to four hundred students. These difficulties are obviated by railway facilities, conveying subjects with expedition from the great cities to any point in the interior, as well as by the fact that anatomical preparations and models can be procured now representing every part of the human frame, and these serve as the apparatus of the science. With regard to clinical instruction, why may not infirmaries be established in connection with medical colleges, where patients may be kept and treated by the professors, open to the admission of medical students? If I mistake not, such is the case at some of the universities which have a medical school connected with them. I repeat then that it is thought by some whose judgment is worthy to be respected, that there is at least as much need of this department of professional education as there is for the Department of Law. Be that as it may, we can not err very widely to say that both are necessary to the complete organization of a University.

## III. Department of Preparatory Education.

It was made a part of the duty of your committee to consider the subject of Preparatory Education as connected with the University. It has been with me always, since my administration began, an object of the utmost importance to establish a university high school, for the double object of preparing students for the University, and, by including in its curriculum certain practical studies, to furnish a

business or commercial training for many who desire nothing else. I have up to this time failed in impressing others with its importance as I was myself impressed, and we have been forced to attach to the University a preparatory class taught by the professors as a substitute. The theory is that we save to the University in this way many students who come unprepared for our University classes; and who, if we did not receive them, would go elsewhere. And another advantage alleged is that the fees from these students (which of course belong to those who perform the work) serve to increase the income of some members of the Faculty, which was inadequate before, and not large with even this addition. But I contend that all the advantages to the University claimed for this preparatory class can be secured far more effectually by a high school under the control of the University authorities. The evils which now attend the arrangement in operation would be avoided; and as to increased remuneration, the liberal provision recently made by the Trustees, whereby the salaries of the Faculty have all been increased by five hundred dollars, renders this idea unnecessary as an argument, even if it were deemed admissible at all. My plan then is this: establish as soon as possible near Oxford, but not less than one mile from the University Campus, a high school, with primary, intermediate, and academic departments or sections. Erect a large substantial brick building upon the most approved plan for school purposes. Place at the head of it as president a man of the first order of qualifications, and provide for furnishing all the assistance that may be necessary. Give to the curriculum a range sufficiently ample to cover all the ground from the elements of the English tongue to the studies preparatory to the Freshman class, or such as would fit a student for the active business of life. Place this high school under the direction of the University authorities, and let it be the duty of the Chancellor to give it his personal supervision as an integral part of the University course, and let him be considered the presiding officer of the Faculty of the High School, as he is of all other departments of the institution. I do not doubt that, with a high school thus organized and properly managed, we should secure all those students who present themselves for admission into the University classes unprepared, who can not now be induced to join the town school. They would feel that in this high school they were really in one of the departments of the University, and the respectability thus added to the school would make it attractive to distant patronage. I would then make the certificate of the president of this school a passport to the University. If I am asked what we

gain by this, I answer, better prepared candidates and more of them; and they would be trained in the very channel prescribed by our university system. We would avoid the intermingling of such young boys with the University students, always attended with unfavorable results. We would thus find an element of mischief and insubordination removed which has interfered not a little with the preservation of correct discipline.

I have now gone over the ground which seemed to me to be occupied by the various topics assigned for investigation by your committee. You are in possession of my matured views. They are not new to me. They have not been adopted hastily, but after long years of careful study, experience, and observation. On a review of what I have written I see nothing to retract. I see no middle ground to take between contenting ourselves with the present status of the institution, continuing to hold it as a close college—a good one, if you will, but nevertheless only this and nothing more—and boldly advancing to the consummation of our long-cherished scheme of a great University, opening its halls to every class of candidates for education that should be educated here, and meeting the precise wants of all who seek mental culture. I would suggest but a single additional idea to the course above indicated in the Department of Science, Literature, and the Arts. It is this: let it be understood and allowed that students who do not wish to pursue any one of our four courses, if prepared to enter the University, may pursue selected studies for such a length of time as they may choose; PROVIDED they are not expecting a degree, and provided the studies they select shall not require a change of any Professor's hours of lecture or recitation.

## IV. The Agricultural College.

It may be deemed premature that I should introduce this subject into this discussion when we are not yet in possession of the funds; nor has the legislature as yet made any decision as to the location of the institution. But I do it merely to call attention to the thought that if this institution should be joined to the University, in whole or in part, the funds arising from the sale of the congressional donation of lands would go to some extent in carrying out our scheme of enlarging the Faculty. I call the attention of the Board of Trustees to a fact in the history of this institution which seems to have passed out of the memory of many at this day. The geological survey of Mississippi was originally connected with a chair of "Geology and

Agriculture" at the University of Mississippi, but owing to causes not necessary to mention the Board of Trustees recommended the legislature to repeal the act endowing the chair. Now, in the estimation of those most competent to judge, this step on the part of the Board was undoubtedly a grave error, inasmuch as it deprived the University of one of the chairs endowed by the legislature which, properly filled, would have been one of the most useful and popular. I trust that measures may be adopted by the Board to have it restored, and that the State Geological Survey, of which it was originally a part, will be continued.

In conclusion, should the Board of Trustees adopt the plan herein developed for a change of the system of the institution, the minute details involved in its actual operation will be properly committed to the Faculty, who will be expected to inaugurate the scheme at the earliest period consistent with existing arrangements, and with the public demand.

Respectfully submitted in behalf of the Faculty,

JNO. N. WADDEL, *Chancellor.*

# APPENDIX No. 2.

## PARALLEL COURSES OF STUDY FOR THE DEGREES OF

| Years | Hours | Bachelor of Arts, (A. B.) Weekly. | Bachelor of Science, (B. S.) Weekly. | Bachelor of Philosophy, (B. P.) Weekly. | Civil Engineer, (C. E.) Weekly. | Professors. |
|---|---|---|---|---|---|---|
| First. | 9 | English Language....3 | English Language....3 | English Langaage....3 | English Language....3 | Burney. |
| | 10 | Greek....4 | | English Literature....2 | English Literature....2 | Burney. |
| | 11 | Latin....4 | Latin....4 | | | Wheat. |
| | 12 | | | | French....3 | Quinche. |
| | 3 | | Natural History....4 | Natural History....4 | Natural History....4 | Little. |
| | 4 | Mathematics....5 | Mathematics....5 | Mathematics....5 | Mathematics....5 | Sears. |
| Second. | 9 | Mathematics.... 5/2 | Mathematics.... 5/2 | Mathematics.... 5/2 | Mathematics....5 | Sears. |
| | | Physics.... 5/2 | Physics.... 5/2 | Physics.... 5/2 | | Garland. |
| | 10 | Latin....4 | | | Drawing....5 | Quinche. |
| | 11 | | English Literature....2 | | | Burney. |
| | 12 | Greek....4 | | Geology....4 | | Little. Wheat. |
| | 3 | | French....3 / Political Economy.2 ·5 | | French or German....5 | |
| | 4 | English....2 / History....2 ....4 | History...2 / Ethics....2 ....4 | Political Economy.... English...2 / History...2 ....4 | | Lyon. Burney. Lyon. Waddel. |
| Third. | 9 | Physics....4 | Physics....4 | | Physics....4 | Garland. |
| | 10 | Metaphysics....2 / Rhetoric....2 ....4 | Astronomy....3 / Metaphysics..2 ....5 | Metaphysics..2 / Rhetoric....2 ....4 | | Garland. Lyon. Burney. |
| | 11 | Greek....2 | Geology....4 | | Mechanics....5 | Wheat. Little. Garland. |
| | 12 | Chemistry....4 | Chemistry....4 | Chemistry....4 | Chemistry....4 | Hilgard. |
| | 3 | French....1 | | Physics, Astronomy and Meteorology. ·5 | | Garland. |
| | 4 | Latin....2 | | Ethics....2 | Engineering....5 | Quinche. Waddel. |
| Fourth. | 9 | | | | | |
| | 10 | Optics and Astron.3 / Eng. Literature..2 ·5 | | | Optics and Astronomy.3 | Garland. Burney |
| | 11 | Geology....4 | | | Geology....4 | Little. |
| | 12 | Greek....1 | | | Engineering....5 | Wheat. |
| | 3 | French....2 / Political Econ'y..2 ·4 | | | | |
| | 4 | Ethics....4 | | | History...2 / Ethics....2 ....4 | Lyon. Waddel. |

## POST-GRADUATE COURSES FOR THE DEGREES OF

| Years | Hours | Master of Arts, (A. M.) Weekly. | Doctor of Philosophy, (P. D.) Weekly. | Bachelor of Laws, (LL. B.) |
|---|---|---|---|---|
| First. | 9 | German....5 | Practical Astronomy..10 | |
| | 11 | Mechanics....5 | Practical Mineralogy.10 | |
| | 2 | Metaphysics....5 | Practical Botany....10 | |
| | | Or any three Departments and a Thesis. | Practical Chemistry...20 | |
| Sixth. | 9 | | Practical Zoology....10 | |
| | 11 | | Practical Geology....10 | |
| | 2 | | Practical Chemistry...20 | |
| | | | Thesis and examination in any three subjects. | |

### SUMMARY OF RECITATIONS Weekly in each Course.

| Degrees. | YEARS. 1 | 2 | 3 | 4 | 5 | 6 | Sum. |
|---|---|---|---|---|---|---|---|
| A. B... | 16 | 17 | 17 | 18 | .. | .. | 68 |
| B. S... | 16 | 16 | 17 | .. | .. | .. | 49 |
| B. P... | 14 | 15 | 15 | .. | .. | .. | 44 |
| C. E... | 17 | 15 | 18 | 16 | .. | .. | 66 |
| A. M.. | 16 | 17 | 17 | 18 | 15 | .. | 83 |
| P. D... | 16 | 17 | 17 | 18 | 20 | 20 | 108 |
| LL. B.. | .. | .. | .. | .. | 10 | 10 | 20 |

| Departments. | Professors. |
|---|---|
| Ethics | Waddel. |
| Metaphysics | Lyon. |
| English | Burney. |
| Latin | Quinche. |
| Greek | Wheat. |
| Modern Languages | |
| Mathematics | Sears. |
| Physics and Astronomy | Garland. |
| Law | Craft. |
| Engineering | |
| Chemistry | Hilgard |
| Natural History and Geology | Little. |

| Hour..... | SCHEDULE FOR BACHELOR OF ARTS. | | | | | SCHEDULE FOR CIVIL ENGINEERING. | | | | | Year..... |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | |
| 9 | English..... | English..... | English..... | ..... | ..... | English..... | English..... | English..... | ..... | ..... | First. |
| 10 | ..... | Greek..... | Greek..... | Greek..... | Greek..... | ..... | ..... | ..... | English..... | English..... | |
| 11 | Latin..... | Latin..... | ..... | Latin..... | Latin.. ..... | ..... | ..... | ..... | ..... | ..... | |
| 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | French..... | French..... | French..... | |
| 3 | ..... | ..... | ..... | ..... | ..... | ..... | Botany..... | Botany..... | Botany..... | Botany..... | |
| 4 | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | |
| 9 | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Second. |
| 10 | Latin..... | ..... | Latin..... | Latin..... | Latin..... | Drawing..... | Drawing..... | Drawing..... | Drawing..... | Drawing..... | |
| 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 12 | Greek..... | Greek..... | Greek..... | Greek..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 3 | ..... | ..... | ..... | ..... | ..... | French..... | French..... | French..... | French..... | French..... | |
| 4 | English..... | English..... | ..... | History..... | History..... | ..... | ..... | ..... | ..... | ..... | |
| 9 | Physics..... | Physics..... | Physics..... | Physics..... | ..... | Physics..... | Physics..... | Physics..... | Physics..... | ..... | Third. |
| 10 | Rhetoric..... | Rhetoric..... | ..... | Metaphysics.. | Metaphysics.. | ..... | ..... | ..... | ..... | ..... | |
| 11 | Greek..... | ..... | Greek..... | ..... | ..... | Mechanics ... | Mechanics ... | Mechanics ... | Mechanics ... | Mechanics ... | |
| 12 | ..... | Chemistry.... | Chemistry.... | Chemistry.... | Chemistry.... | ..... | Chemistry.... | Chemistry.... | Chemistry.... | Chemistry.... | |
| 3 | ..... | ..... | ..... | ..... | French..... | ..... | ..... | ..... | ..... | ..... | |
| 4 | Latin..... | Latin..... | ..... | ..... | ..... | Engineering.. | Engineering.. | Engineering.. | Engineering.. | Engineering. | |
| 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | Fourth. |
| 10 | Optics..... | Optics..... | Optics..... | English Lit... | English Lit... | Optics..... | Optics..... | Optics..... | ..... | ..... | |
| 11 | ..... | Geology..... | Geology..... | Geology..... | Geology..... | ..... | Geology..... | Geology..... | Geology..... | Geology..... | |
| 12 | ..... | ..... | ..... | ..... | Greek..... | ..... | ..... | ..... | ..... | ..... | |
| 3 | Pol. Econ'y... | Pol. Econ'y... | French..... | French..... | ..... | Engineering.. | Engineering.. | Engineering.. | Engineering.. | Engineering. | |
| 4 | ..... | Ethics..... | Ethics..... | Ethics..... | Ethics..... | ..... | Ethics..... | Ethics..... | History..... | History..... | |

| Hour..... | SCHEDULE FOR BACHELOR OF SCIENCE. | | | | | SCHEDULE FOR BACHELOR OF PHILOSOPHY. | | | | | Year..... |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | |
| 9 | English..... | English..... | English..... | ..... | ..... | English..... | English..... | English..... | ..... | ..... | First. |
| 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | English Lit... | English Lit... | |
| 11 | Latin..... | Latin..... | ..... | Latin..... | Latin..... | ..... | ..... | ..... | ..... | ..... | |
| 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 3 | ..... | Botany..... | Botany..... | Botany..... | Botany..... | ..... | Botany..... | Botany..... | Botany..... | Botany..... | |
| 4 | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | |
| 9 | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Mathematics. | Second. |
| 10 | ..... | ..... | ..... | English Lit... | English Lit... | ..... | ..... | ..... | ..... | ..... | |
| 11 | ..... | ..... | ..... | ..... | ..... | ..... | Geology..... | Geology..... | Geology..... | Geology..... | |
| 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 3 | Pol. Econ'y... | Pol. Econ'y... | French..... | French..... | French..... | Pol. Econ'y... | Pol. Econ'y... | ..... | ..... | ..... | |
| 4 | ..... | Ethics..... | Ethics..... | History..... | History..... | English..... | English..... | ..... | History..... | History..... | |
| 9 | Physics..... | Physics..... | Physics..... | Physics..... | ..... | Physics, etc... | Physics, etc... | Physics, etc... | Physics, etc... | Physics, etc... | Third. |
| 10 | Optics..... | Optics..... | Optics..... | Metaphysics.. | Metaphysics.. | Rhetoric..... | Rhetoric..... | ..... | Metaphysics.. | Metaphysics.. | |
| 11 | ..... | Geology..... | Geology..... | Geology..... | Geology..... | ..... | ..... | ..... | ..... | ..... | |
| 12 | ..... | Chemistry.... | Chemistry.... | Chemistry.... | Chemistry.... | ..... | Chemistry.... | Chemistry.... | Chemistry.... | Chemistry.... | |
| 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 4 | ..... | ..... | ..... | ..... | ..... | ..... | Ethics..... | Ethics..... | ..... | ..... | |

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